

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2023, Vol. 4, No. 5, 1556 – 1566

<http://dx.doi.org/10.11594/ijmaber.04.05.17>

Research Article

Effect of the Directive and Non-directive Inspection Approaches on Teacher Instructional Effectiveness in Government-aided Primary Schools in Nakisunga County, Uganda

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Article history:

Submission April 2023

Revised May 2023

Accepted May 2023

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ABSTRACT

This study investigated the effect of the directive and non-directive school inspection approaches on teacher instructional effectiveness. While teacher instructional effectiveness was studied in terms of reporting on pupil academic achievements, teacher attitudes, effective planning, attendance and pedagogical approaches, the directive School inspection approach was studied in terms of directing and evaluation of teacher knowledge yet the non-directive approach was studied in terms of team planning and consultations. A cross-sectional survey mixed research design using the quantitative and qualitative approaches on a sample of 178 people namely teachers, head teachers, school inspectors and education officers was adopted. While quantitative data was collected using survey questionnaires and analysed using inferential analysis, qualitative data was collected through interviews, focus group discussions and analysed by grouping the responses in themes which were merged with quantitative findings. The findings showed that all the attributes of directive inspection approach were positively insignificant to teacher instructional effectiveness explaining that they had no impact on teacher instructional effectiveness. Similarly, team planning had a positive and insignificant relationship meaning that it had no effect on teacher instructional effectiveness. In conclusion, only team planning had effect on teacher instructional effectiveness and consultation did not have any effect. It was recommended that school inspectors should use the non-directive inspection approach because of sub-variable team planning that had a positive effect on teacher instructional effectiveness.

Keywords: *Directive, Effectiveness, Inspection approaches, Instructional, Non-directive, Teacher, Uganda*

How to cite:

Ntege, J. L., Kasule, G. W., Owino, P., & Mugizi, W. (2023). Effect of the Directive and Non-directive Inspection Approaches on Teacher Instructional Effectiveness in Government-aided Primary Schools in Nakisunga County, Uganda. *International Journal of Multidisciplinary: Applied Business and Education Research*. 4(5), 1555 – 1566. doi: 10.11594/ijmaber.04.05.17

Introduction

The use of appropriate approaches in school inspection is pivotal and highly important for primary school inspectors to effectively carry out their roles and responsibilities. School inspection involves a cordial and pedagogically-guarded relationship between an experienced colleague, referred to as a school inspector or mentor, and a less experienced colleague, known as teacher or a mentee, which enables effective learning. Its primary objective is to assist the mentees in improving their reporting on pupil academic achievement, lifting up teacher attitude, conducting effective planning; improving on attendance and instituting appropriate pedagogical methods.

Teacher Instructional effectiveness is the achievement that classroom teachers attain when they effectively prepare for teaching; apply appropriate teaching methods leading to learners to perform well in tests and examinations (Machumu, 2012). Besides learners performing well academically, they apply acquired skills to address challenges in their day to day life situations. In order to achieve teacher instructional effectiveness, teachers demonstrate willingness to listen and to implement exactly what their school inspectors guide them to do without adding or subtracting anything (Machumu, 2012). Teacher instructional effectiveness is also demonstrated through the ability of a teacher to understand every learner's strength and weakness to enable effective and appropriate preparation and planning which is evidenced not only from the clear objectives set and the sense of humour exhibited but also from the teacher's capacity to assess when and what to listen to and when to implement it (Wilcox, 2000).

Since 1877 when missionaries introduced formal education in Uganda until 1970, a decade after Uganda attained independence in 1962, education was run along the ideas of the missionaries but with much inclination on the British system of education since Uganda had been a British protectorate (Namulondo, 2008). As there were no teacher training institutions at that time and no prescribed curriculum, teaching was a job for those who were interested and with enthusiasm (Glickman,

2013). Teacher instructional effectiveness came later when the Uganda government deviated from the interests of the church administrators. Upon considering teacher instructional effectiveness being a service delivery and accountability to the nationals, Uganda government picked interest in directing teachers to teach according to its interests. Later, teacher instructional effectiveness was gradually enhanced and intensified upon the introduction of school inspection and the adoption of minimum standards.

In contrast, school inspection is a process that involves continuously verifying compliance with inputs, processes and performance to identify strengths and weaknesses, develop practical action proposals, and take the necessary steps to achieve the desired results (UNESCO, 2011). In this way, school inspection involves application of a number of approaches like the directive and non-directive approaches. Apparently, based on the performance of pupils in government-aided primary schools, Ugandans have observed that school inspectors have not yet fully implemented appropriate work methods in these schools. This observation is supported by the findings of a study report entitled, "Are our Children Learning: Proposals to improve performance of Primary three and primary six pupils in government-aided primary schools in Uganda", by UWEZO (2016). The study findings had been based on the pupils' failure in competence skills' assessment to comprehensively and competently read, write and to manage simple mathematics problems.

The concept and practice of the directive school inspection approach has evolved over years. Early church inspectors in the 18th Century set strict requirements for their teachers and they visited classrooms to observe how closely the teachers complied with the stipulated church instructions which upon deviation was cause for strong punitive measures (Matete, 2016). Today, like it has been, the users of the directive inspection approach which is believed to be the oldest inspection method give instructions to teachers which are expected to improve teacher instruction and deviation from these instructions calls for punish-

ment because it is expected that weak and novice teachers need directives with strict supervision to quickly achieve effective instruction. It is also said that the approach gives instant results and keeps teachers always yearning to learn from their supervisors (Anyagre, 2014). However, De-Grauwe (2007), Ehren, Francs and Jaap (2005) criticise the directive inspection approach because they call it a fault finding process where teachers are subjected to directives and unnecessary criticism by inspectors. Despite the thinking of De-Grauwe (2007), Ehren, Francs and Jaap (2005), Sullivan and Glanz (2020) and Cohen (2000) see it as a fast and veritable means of improving teachers' skills and efficiency during the teaching and learning processes.

The non-directive inspection approach originated by an American counselling psychologist, Carl Rogers in the 1940s explains that it is a self-directed supervision in which both the teacher and inspector participate. Wilcox (2015) also describes the non-directive approach as the best because of being accommodative and is based on the premise that teachers are capable of analysing and solving their own instructional problems. Similarly, Glickman (2002) states that what makes this approach very good is that the leader is only a facilitator, listener and advisor who provides only direction to the teacher. Further, Glanz and Glickman (2000) suggest that the non-directive approach may be employed when a teacher or group of teachers possess knowledge and expertise about an issue making the inspector's knowledge and expertise minimal. The proponents of the approach suggest that the main essence of this approach is for the supervisor to have the teacher come up with own solutions to teaching problems.

Empirical studies that have previously been conducted show that the non-directive inspection approach is important in building teacher instructional effectiveness because it enables the teacher to formulate own decisions, solutions and actions. Also, Haule's (2020), view on this approach is that it is good because it discourages teachers' dependence on the school inspector but promotes "peer- consultation.

However, Rosenthal (2004) criticises this approach because it may take a long time and may not be fit for low competent teachers.

Literature Review

The study was guided by two theories namely; the teacher performance and the performance management theories. The teacher performance and performance management theories guided this study. The Teacher Performance Theory, proposed by Bacon Wallace in 2001, explains the impact of the teacher on students' learning, demonstrated through their achievement levels in tests and examinations, use of fruitful pedagogical approaches to teaching, teacher attitude towards work, personality characteristics and teacher attitude. This theory was considered useful because it informs both the inspector and the teacher that their level of performance will determine the impact created on teacher instructional effectiveness

On the other hand, the Performance Management theory, advanced by Peter Drucker in 1954, is a continuous process of identifying, measuring and developing the performance of individuals and aligning performance with the strategic goals of the organisation. The elements guiding the Performance Management Theory include among others, planning, setting objectives, coaching and measuring performance, evaluating and feedback of performance results, rewarding based on performance as well as amendments of objectives. The performance management process is important to this study because it guides school inspectors in identifying teachers' performance weaknesses through measuring their classroom instruction, set training goals, adopt coaching where need be and reward teachers on performance in order to finally achieve teacher instructional effectiveness.

In their study, Asmus, Karl, Mahaen and Reinahart. (2015) examined the influence of the directive supervision behavior of goal-setting on employee performance in an industrial production process using staff of a training factory for energy productivity in Munich, Germany. The findings revealed that the supervisor's behavior of goal setting improved workers' performance in industrial workplaces. Similarly,

Atambo, Munene, & Mayogi (2012) examined the relationship between the supervision behavior of employee recognition and performance with medical services staff drawn from Kenyatta National Hospital as units of analysis. The results revealed that the supervision behavior of recognizing the employees' accomplishments translated into improved performance both at the individual and organizational levels. Further, Bradler, Dur, Necker-mann & Non (2016) investigated the causal effect of the supervision behavior of employee recognition on employee performance. Their findings indicated that directing and assessment of implementation levels increased subsequent performance substantially, particularly when provided to the best performers.

Using employees of a micro-finance bank in Nigeria, Ibok and Umana (2013) examined the effect of supervisory behavior namely directing which had an upward influencing behaviour; Consultation behavior and team planning behavior of the sales force. The findings indicated that all these supervisory behaviors had a statistically positive and significant relationship with performance of the sales force. Also, in a study, Mujuni (2019) sought to find out whether goal setting had an impact on employee effectiveness and ultimately improving organizational effectiveness with employees of a business company as units of analysis in a high-tech company in Singapore. The results showed that supervisors' goal setting behavior had a positive impact on employee effectiveness. Precisely, the literature above showed that scholars had expended significant effort to investigate the relationship between workers' behavior and performance

According to Goe (2007) primary teachers' views on the directive inspection approach are that it is good, although, others see it from a negative perspective. Goe (2007) reports that while some teachers are supportive of it because of realising results quickly, others criticize it for portraying teachers as too incompetent to handle their job assignment. Nkata (2020) views the directive inspection approach as affecting the teachers' professional development and consequently learner achievement. On the other hand, Anna (2015) sees the directive inspection approach as a means of

developing professional acuity which helps them to improve faster. Sullivan and Glanz (2020), report that the directive inspection approach is instrumental to new teachers in becoming familiar and confident in their career and Anyagre (2014) similarly reports that veteran teachers in the USA enjoyed it because they realised instructional effectiveness in a short time. However, Bas (2002), in a study conducted in Turkish primary schools, contends that some teachers feel that the directive inspection approach is so policing that it is an intrusion in their free instructional practices. Also, in another study conducted in USA, Rous (2004) reports teachers as living in a state of frustration and fear of dismissal due to the systems' summative and directive nature. Other critics in Rous's (2004) study in the USA expressed teachers' feelings of fear and disappointments, which are all associated with low performance levels of teachers and learners.

The non-directive inspection approach considered to be the best because of being accommodative and based on the premise that teachers are capable of analysing and solving their own instructional problems is very good because the leader is only a facilitator, listener and advisor who provides direction to the teacher, Glickman (2020). In the opinion of Glanz and Glickman (2000), the main essence of this approach is for the supervisor to have the teacher come up with own solutions to teaching problems because it enables the teacher to formulate own decisions, solutions and actions (Mathew, & Peechattu, 2017). However, Haule (2020) hails this approach because it discourages teachers' dependence on the school inspector and promotes "peer-consultation".

In Rous' (2004) study in USA, it is indicated that many teachers had issues with lesson preparation just like Namugwanya (2006), reports the same Mubende, in Uganda. Sembirige (2009) similarly reports that preparation for teaching was the main professional weakness for primary school teachers in Buikwe County, Uganda. So to overcome this, his study encourages team lesson planning to allow peer support among teachers. Glickman (2020) and Rock Off (2004) describe consultations as

working or linking up together and as a systematic process that yields effective instruction.

Usually, consultation, collaboration and liaison are synonymously used to mean regular meetings held to share knowledge and experience. Consultative meetings make it possible for weak teachers to learn from the veterans and the veterans to coach the weak ones. This is why Tyagi (2010) calls it open and free learning from each teacher within or from outside the school. According to Tyagi (2010), regular consultative meetings in India whose purpose was to retrain these teachers on team lesson planning enhanced teacher instructional effectiveness.

In conclusion, Glanz (2020), Sergiovan and Starratt (2007) suggest that implementers of the non-directive inspection approach should provide time and opportunities for teachers to relate with one another regularly, to improve on their instructional strategies and skills.

Methods

This section explains the methods that guided this study. These include the design, data collection methods, quality control and analysis methods. The study employed a cross-sectional survey mixed research design, which is a combination of quantitative and qualitative data collection methods (Creswell, 2014). The study specifically used the explanatory sequential research design that involves quantitative data collection and analysis first and, secondly, qualitative data collection and analysis done in sequences. Qualitative data was generated through interviews and focus group discussions. While the quantitative data collection was preferred because it would easily generate views from teachers, who were the main respondents in this study, the qualitative approach was chosen because it allowed the key participants to discuss fully the impact of the directive and non-directive school inspection approaches and teacher instructional effectiveness. The study population comprised of teachers, head teachers, school inspectors and education officers. These teachers were teaching in government aided primary schools in Nakisunga County and were educated well

enough to manage the research tools comprehensively on their own.

Data was collected using self-administered questionnaires (SAQ). The question items in section A were nominal questions on background characteristics. Sections B through to E items were ordinal questions on the dependent variable (teacher instructional effectiveness) and independent variable (directive and non-directive school inspection approaches). The items on teacher instructional effectiveness (section B) covered four aspects, namely reporting on pupil academic performance, teacher attitude, planning, attendance and pedagogical approaches. The question items on the directive inspection approach were on inspectors' directives and evaluation of teacher knowledge behaviour (Mathieu, Fabi, Lacoursière & Raymond, 2016), and question items on the non-directive inspection were on team planning and consultation behaviour (Johlke & Duhan, 2000). The items on teacher instructional behaviour were scaled using the five-point Likert scale from a minimum of 1 for the worst case scenario (strongly disagree) to a maximum of 5 which is the best case scenario (strongly agree).disagree) to a maximum of 5 which is the best case scenario (strongly agree).

Data processing and analysis were carried out using the Statistical Package for the Social Sciences (SPSS Version: 26). The data collected was organized, summarized and presented using tables so that logical and statistical conclusions could be derived. Later, the data was screened to identify any potential violation of the basic assumptions related to the application of univariate, bivariate and multivariate techniques. Data analysis was done at descriptive and inferential levels. At descriptive level, means were calculated while at inferential level, correlation and regression analyses were carried out to test the impact of the directive and non-directive school inspection approaches on teacher instructional effectiveness.

Results and Discussion

The results revealed that although the male respondents outnumbered the females, all their views were taken irrespective of gender. Similarly, the results showed that the respondents were of a responsible age whose responses could be relied on. Also, the results showed that

the respondents were educated well enough to interpret the questionnaires on their own competently and comprehensively. It was also shown that the subjects of the primary school curriculum that the inspectors were supporting had been distributed evenly among the teachers.

Table 1. Respondents' Background Characteristics

Item	Categories	Frequency	Percent
Gender	Male	95	53.4
	Female	83	46.6
	Total	178	100.0
Age Groups	Up to 29 years	146	43.8
	30-39 years	114	34.2
	40-49 years	54	16.2
	50 years and above	19	5.7
	Total	333	100.0
Education level	Diploma	60	33.7
	Bachelor's degree	60	33.7
	Certificate	55	30.9
	Total	178	100.0
Subject Taught	Mathematics	39	26.4
	Science	47	29.7
	SST	46	25.8
	English	46	25.8
	Total	178	100.0

Teacher Instructional Effectiveness

Teacher instructional effectiveness was studied in terms of reporting on pupil academic achievement, teacher attitude, effective planning, attendance and pedagogical approaches. The measurement scale for the items of the different variables was the five point Likert scale with code 1 as the worst case scenario (strongly disagree or very poor) and code 5 the maximum as the best case scenario (Strongly agree or very good). The results on the same were as presented in Table 2 which showed that teachers rated reporting on pupil academic achievement as having a moderate impact on teacher instructional effectiveness

(mean = 3.42) and teacher attitude was also rated as having a moderate impact (mean = 3.43) on teacher instructional effectiveness, effective planning was rated as having a moderate impact on teacher instructional effectiveness, mean (3.28). Then attendance was also rated as having a moderate impact on teacher instructional effectiveness with mean (3.24) and finally pedagogical approaches was rated as having a moderate impact on teacher instructional effectiveness with mean (3.49). This means that all the sub-variables had a moderate impact on teacher instructional effectiveness. The results were as presented in Table 2.

Table 2. Teacher Instructional Effectiveness

Constructs	Mean	Interpretation	Rank
Reporting on pupil academic achievement	3.42	Moderate	3
Teacher Attitude	3.43	Moderate	3
Effective Planning	3.48	Moderate	3

Constructs	Mean	Interpretation	Rank
Attendance	3.24	Moderate	3
Pedagogical Approaches	3.49	Moderate	3

School Inspection Approaches

Table 3. School inspection Approaches

Constructs	Mean	Interpretation	Rank
Directive Inspection Approach	3.17	Average	3
Non-directive Inspection Approach	2.81	Average	3

The directive school inspection approaches were studied in terms of directing and evaluation of teacher knowledge, and non-directive inspection approaches were studied in items of team planning and consultation. The measurement scale for the different sub-variables was the five point Likert scale with code 1 as the worst case scenario (strongly disagree or very poor) and code 5 the maximum as the best case scenario (Strongly agree or very good). The results on the same were presented in Table 3 which showed that teachers rated the directive inspection approach as having a moderate impact on teacher instructional effectiveness (mean = 3.17) and the non-directive

inspection approach was also rated as having a moderate impact (mean = 2.81) on teacher instructional effectiveness, This means that both the directive and the non-directive inspection approaches were rated as impacting moderately on teacher instructional effectiveness.

Correlation of the directive school inspection approach and teacher instructional effectiveness.

To establish the extent of the impact of the directive inspection approach on teacher instructional effectiveness, a correlation analysis test was carried out. The results were as presented in Table 4.

Table 4. Correlation of Directive Approach and Teacher Instructional Effectiveness

	Teacher instructional effectiveness	Directing Approach	Teacher knowledge Evaluation
Teacher instructional effectiveness	1		
Directing Approach	0.108 0.152	1	
Teacher knowledge Evaluation	0.035 0.647	-0.068 0.367	1

The results in Table 4 suggest that the directive inspection approaches namely; directing ($r = 0.108$, $p = 0.152 < 0.05$) and teacher knowledge evaluation ($r = 0.035$, $p = 0.647 < 0.05$) had a positive but insignificant relationship with instructional effectiveness. Therefore, both sub-hypotheses directing and teacher knowledge evaluation were rejected. This means that both sub-variables had no impact on teacher instructional effectiveness.

Correlation of the non-directive school inspection approach and teacher instructional effectiveness

To establish the extent of the impact of the non-directive inspection approach on teacher instructional effectiveness, a correlation analysis test was carried out. The results were as presented in Table 5.

Table 5: Correlation of Non-Directive Approach and Teacher Instructional Effectiveness

	Teacher instructional effectiveness	Team planning	Consultation
Teacher instructional effectiveness	1		
Team planning	0.336** 0.000	1	
Consultation	-0.045 0.553	0.203** 0.007	1

The results in Table 5 suggest that the non-directive inspection approach of team planning ($r = 0.336, p = 0.000 < 0.05$) had a positive and significant relationship with teacher instructional effectiveness. However, consultation ($r = -0.045, p = 0.553 < 0.05$) had a positive and insignificant relationship with instructional effectiveness. Therefore, while team planning was accepted, consultation was rejected.

Table 6 Regression of Teacher Instructional Effectiveness on Directive Inspection Approach

At the confirmatory level, to establish whether directive inspection approaches namely; team planning and consultation influenced instructional effectiveness, a regression analysis was carried out. Table 6 presents the results.

Table 6. Regression of Teacher Instructional Effectiveness on Directive Inspection Approach

Instructional Effectiveness	Standardized Coefficients Beta (β)	Significance (P)
Directing approach	0.111	0.143
Teacher knowledge Evaluation	0.042	0.577
$R^2 = 0.013$		
$F = 37.105, p = 0.307$		

Dependent Variable: Teacher instructional effectiveness

The results in Table 6 show that directive inspection approaches, namely; directing and teacher knowledge evaluation explained 1.3% of the variation in teacher instructional effectiveness ($R^2 = 0.031$). This means that 98.7% of the variation in teacher instructional effectiveness was accounted for by factors that were not considered in this study. Directing approach ($\beta = 0.111, p = 0.143 > 0.05$) and teacher knowledge evaluation ($\beta = 0.042, p = 0.577 > 0.05$) had a positive but insignificant influence on teacher instructional effectiveness. This means that both sub-variables; directing and

evaluation of teacher knowledge were rejected. This implied that the directive school inspection approach had no impact on teacher instructional effectiveness.

Regression of Teacher Instructional Effectiveness on Non-Directive Approaches.

At the confirmatory level, to establish whether non-directive inspectional approaches namely; team planning and consultation influenced instructional effectiveness, a regression analysis was carried out. Table 7 presents the results.

Table 7. Regression of Teacher Instructional Effectiveness on Directive Approach

Instructional Effectiveness	Standardized Coefficients Beta (β)	Significance (P)
Team Planning	0.360	0.000
Consultation	-0.118	0.105
$R^2 = 0.126$		
Adjusted $R^2 = 0.116$		
$F = 12.633, p = 0.00$		

Dependent Variable: Teacher instructional effectiveness

The results in Table 7 show that non-directive inspection approaches, namely; team planning and consultation evaluation explained 12.6% of the variation in teacher instructional effectiveness ($R^2 = 0.126$). This means that 87.4% of the variation in teacher instructional effectiveness was accounted for by factors that were not considered in this study. Nonetheless, the significant factor of team planning contributed 11.6% (0.116). Team planning ($\beta = 0.360$, $p = 0.000 < 0.05$) had a positive significant influence on teacher instructional effectiveness. However consultation ($\beta = -0.118$, $p = 0.105 > 0.05$) had a negative and insignificant one. This means that while team planning was supported, consultation was rejected. The implication is that only team planning had impact on teacher instructional effectiveness, consultation did not have any impact.

Directive Inspection Approach and Teacher Instructional Effectiveness.

The findings of the study revealed that the sub variables of the directive inspection approaches, namely; directive and evaluation of teacher knowledge explained that these two had a positive but insignificant influence on teacher instructional effectiveness. This means that sub-variables, directive and evaluation of teacher knowledge were rejected and it implied that the application of this approach did not have any impact on teacher instructional effectiveness. These findings are consistent with Uwezo (2016) and UNEB (2016) reports that the directive inspection approach that is commonly used in Mukono district has not so far generated teacher instructional effectiveness. This assertion was based on the pupil performance in tests and public examinations respectively of 2015 which remained low ($\leq 40\%$) in government-aided primary schools in the primary leaving examinations and in the UWEZO competence tests; for example, the reading, writing and mathematics competences exhibited by learners in this county were so low ($< 35\%$) compared with other learners in the district and country at large. Furthermore, Matete (2009) having established that school inspectors had very minimal impact on the learning of primary school pupils in Tanzania recommended future research studies to

examine the pedagogical approach of school inspectors in relation to classroom instruction.

In support of the above scholars, Museveni (2016) opined that since school inspector pedagogical knowledge and application were synonymously related, then the school inspectorate departments needed to be well facilitated to avoid blaming school inspectors for poor pupil performance at the end of each education cycle. Evidence from qualitative data results further revealed that not only is inspection irregularly carried out in government-aided primary schools in Nakisunga County but the time the inspectors spend at the schools is too short to allow constructive pedagogical interactions between inspectors and teachers. Also, qualitative data results indicated that inspectors appear at schools usually at the invitation of head teachers so they do what head teachers prefer or on missions to collect statistical data needed by the chief administrative officers, settling conflicts within schools, addressing meetings or accompanying visitors that may have visited a particular school. This clearly indicated that the visits inspectors make are not related with teacher instruction in classrooms, yet their visits are pedagogically intended for improving teacher instruction. As supported by Ssembirige (2009), local councils in Nakisunga County appealed that inspectors needed to be facilitated well enough to carry out regular external school inspections and to encourage internal support supervision in order to reduce the examination failure rate.

Non-directive Inspection Approach and Teacher Instructional Effectiveness.

The results showed that the sub-variables of the non-directive inspection approach, namely; team planning and consultation that were assessed showed that team planning had a positive significant influence on teacher instructional effectiveness. However consultation had a negative and insignificant impact on teacher instructional effectiveness. This means that while team planning was supported, consultation was rejected. This implies that while the use of team planning has impact on teacher instructional effectiveness the aspect of consultations has no impact. Along this finding, Bagaya (2020) who strongly supports team

planning, advocates that this approach is a much more democratic and result oriented that modern school inspectors should embrace.

The study findings were also supported by Glickman (2004) who advises inspectors and teachers to collaboratively embrace team teacher preparation, team teaching and team assessment of learners' work. However, Ssembirige (2009) who agreed with Mmbado (2009) stated that despite the non-directive inspection approach being good for teacher instructional effectiveness; it takes a lot of time to prepare and to use. Both further say that this inspection approach is rather cumbersome to not only teachers because it calls for much to be done for self-recovery, but it is expensive to inspectors because it requires much in-put. The findings fully agreed with Museveni (2016) who advised that with the inspectors encouraging team planning, primary school teachers will be effective in classroom instruction because they are helped to address their pedagogical weaknesses instead of waiting to be spoon-fed.

Conclusion

This study concluded that the directive school inspection approach has no effect on teacher instructional effectiveness because all its sub-variables demonstrated that the approach had a positive but insignificant relationship with teacher instructional effectiveness. It was also concluded that the non-directive school inspection approach partly has impact on teacher instructional effectiveness because of the sub-variable team planning that had a positive significant relationship with teacher instructional effectiveness. However, since the sub-variable consultation had a negative insignificant relationship with teacher instructional effectiveness it showed that this had no impact on teacher instructional effectiveness.

Recommendation

It is here recommended that school inspectors in Nakisungu county government-aided primary schools should embrace the non-directive school inspection approach more than the directive inspection approach whose all sub-variables demonstrated that they have no impact on teacher instructional effectiveness.

The non-directive inspection approach is preferred because its variable team planning demonstrated that it had a positive impact on teacher instructional effectiveness.

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